

July 8, 2004

MEMORANDUM

To: Mr. Dalton B. Floyd, Jr., Chairman, and Members, Commission on Higher Education

From: Dr. Vermelle J. Johnson, Chairman, and Members, Committee on Academic Affairs and Licensing

**Consideration of the National Council for the Accreditation of Teacher Education
Review of Programs at the University of South Carolina-Columbia,
the University of South Carolina-Spartanburg and
Winthrop University**

Background

The Commission entered into a partnership agreement with the S.C. Department of Education and the National Council for Teacher Education (NCATE) in 1995 to conduct joint reviews of teacher education programs at our public colleges and universities. Our partnership protocol requires that an on-site visit occur at each of the institutions every five years with representatives of the three partners serving on the evaluation team. The first review cycle occurred between 1996 and 1999 which resulted in all eleven of our teacher education programs institutions receiving NCATE accreditation which was effective for five years.

NCATE reviews teacher education programs on a five-year cycle. Since the time of our last review cycle, NCATE has undertaken a major revision of the standards that are used to assess teacher education units. NCATE revises its standards every five years to ensure that the standards reflect the most current research on teaching. The standards developed in 2000 are performance-based, and a teacher education unit must be able to demonstrate that it has in place an assessment system that can determine the level of its graduates' knowledge and skills. For example, NCATE reviewers look for evidence that teacher candidates know the subject matter they plan to teach as shown by their ability to explain important principles and concepts delineated in professional and state standards. The NCATE 2000 standards are substantially different from the 1995 standards, and substantially more difficult to meet, in large part because they require units to be able to

demonstrate through data that graduates of their programs have the knowledge and skills to teach successfully P-12 students. The accreditation process has shifted its focus from what are typically called “input measures” to “output measures.” That is, what do the graduates of the program know, what can they do, and how can the unit prove that graduates know and can do what the unit claims?

NCATE standards are applied to the teacher education unit for an evaluation of the entire unit. In addition, NCATE coordinates the evaluation of individual programs through an established review process by specialized professional associations (SPAs) and national accreditation organizations. Under our partnership protocol, programs that do not have a review by a SPA or an accrediting organization are reviewed under the Commission’s *Contents of Self-Study of Graduate Programs*. The Commission has four national consultants who assess programs that are not reviewed by SPAs and do not lead to initial teacher certification. These programs are typically at the graduate level and may include programs such as a Masters of Education in Elementary Education or Special Education. One CHE consultant joins the team to conduct an on-site review and validate documentation presented in the institution’s self-study reports. The consultant also examines all programs for compliance with the Commission’s Program Productivity Standards.

In Fall 2003, the University of South Carolina, USC-Spartanburg, and Winthrop University underwent their NCATE reviews, which consist of a five-day visit by a team of national and state reviewers. The visiting team is called the Board of Examiners (BOE) and this body presents a report to NCATE’s Unit Accreditation Board (UAB) with its findings. The UAB makes the accreditation decision based on the BOE’s findings. Institutions visited in the fall of 2003 had accreditation decisions made by the UAB in Spring 2004.

This report represents a compilation of results of NCATE’s Unit Accreditation Board as well as the evaluation results for all individual programs within the teacher education unit at the three institutions visited during Fall 2003. Included in this report are the institutional decisions of the UAB along with any weaknesses cited for a unit, a list of the programs reviewed at the institutions and the approval status of each program, and the productivity analysis of programs at each institution.

As is the practice with all program reviews, each program receives one of four recommendations: 1) commendation of excellence; 2) full approval; 3) provisional or probationary approval; or 4) recommended for termination.

The attached report (**Attachment1**) includes summaries of the NCATE and CHE consultants’ findings and recommendations, as well as staff recommendations for USC-

Columbia, USC-Spartanburg, and Winthrop University. In addition, because USC-Columbia disagrees with some of the findings and recommendations, we have also included

relevant excerpts from the CHE consultants' report and excerpts from USC-Columbia's response to the consultants' report.

Staff Recommendation

The staff suggests that the Committee on Academic Affairs and Licensing recommend to the Commission that it grant to the programs in Teacher Education at the University of South Carolina-Columbia, the University of South Carolina-Spartanburg, and Winthrop University the designations presented in the attached report (**Attachment 1**) as follows:

USC-Columbia	See pp. 7-10
USC-Spartanburg	See pp. 10- 11
Winthrop University	See pp. 11- 13

Committee Recommendation

The Committee on Academic Affairs will meet on July 7, 2004, and will present its recommendation at the CHE meeting.

University of South Carolina-Columbia

A Continuing Accreditation visit was conducted by the NCATE Board of Examiners on October 18-22, 2003 at the University of South Carolina. At its March 2004, meeting the NCATE Unit Accreditation Board reviewed the materials and reports for the University of South Carolina and rendered the decision to continue the accreditation of the College of Education at the University of South Carolina at the initial teacher preparation and advanced preparation levels. The UAB cited the following area for improvement: At the initial teacher preparation level, programs in science and early childhood special education have not met the standards for their respective specialized professional associations (SPA). However, since the visit in October and the UAB decision, the College of Education has met the SPA standards for these two programs.

The CHE consultants recommend termination for the **M.A. in Secondary Education** because there have not been any students in the program. Students choose to seek an **M.Ed. degree in Secondary Education** rather than the M.A. degree. The consultants also recommend provisional approval for three programs: the **Certificate in School Health Education**, the **M.Ed. in Secondary Education** and the **Ph.D. in Secondary Education** for the reasons outlined below:

The **Certificate in School Health Education** is recommended for provisional status because of the following findings by the consultants:

1. The program should develop a plan with a timeline for completing the curriculum update and developing a recruitment plan. The recruitment plan should project numbers of candidates enrolled in the program over the next five years. If there is no significant enrollment increase in the next three years, the program should be terminated.
2. Program faculty should work to bring the Certificate of Graduate Study in Health Education into compliance with State certification guidelines. In the current certificate program configuration, graduates of the certificate program do not obtain enough of the S.C. Department of Education's required courses to obtain add-on teacher certification in health education. The certificate program provides only 18 of the 24 required credit hours for add-on certification.
3. The College of Education should develop and implement a comprehensive, systematic plan that is aligned with the college's conceptual framework and

degree programs to provide continuous development and improvement of the faculty's knowledge and professional skills.

4. The program faculty and the College of Education should develop and implement a comprehensive minority faculty recruitment plan with specific hiring goals that are monitored annually. The plan should be revised as needed to ensure that more minority faculty members are hired.

The USC College of Education has responded that there are several initiatives occurring that warrant that the program be given full approval status. They indicate that the certificate program can be taken concurrently with a graduate degree program or on its own but that the two programs share nine credit hours. The response indicates that the department is already implementing actions to increase enrollment and making curriculum changes. The timeline for the activities runs through spring 2005. The response also presented the alignment of the curriculum with the standards of the American Association for Health Education. However, the USC response indicates that the faculty have reviewed the content of the certificate program and are in the process of recommending additional changes to update the program and increase alignment with state and national standards.

The staff notes that there are several initiatives occurring to enhance this certificate program but that until these are completed and incorporated into the certificate program it should remain with a provisional approval recommendation as the consultants recommended.

The **M.Ed. in Secondary Education** is recommended for provisional approval based on the following recommendations noted by the consultants:

1. The College of Education should develop and implement a comprehensive, systematic plan that is aligned with the College's conceptual framework and degree programs to provide continuous development and improvement of the faculty's professional knowledge and skills.
2. The program faculty and the College of Education should develop and implement a comprehensive minority faculty recruitment plan with specific hiring goals that are monitored annually. The plan should be revised as needed to ensure that more minority faculty members are hired.
3. The program's use of technology should be aligned with the International Standards for Technology Education.

4. There should be a required field experience as part of the M.Ed. program.

The College of Education agrees that this program should remain with provisional approval until it is terminated when the new M.Ed. in Teaching is implemented.

The **Ph.D. in Secondary Education** is recommended for provisional approval based on the following recommendations noted by the consultants:

1. The program faculty and the College of Education should develop and implement a comprehensive minority faculty recruitment plan with specific hiring goals that are monitored annually. The plan should be revised as needed to ensure that more minority faculty members are hired.
2. The College of Education should develop and implement a comprehensive, systematic plan that is aligned with the college's conceptual framework and degree programs to provide continuous development and improvement of the faculty's knowledge and professional skills.
3. Program faculty should use and document the use of program assessment data for program changes and improvement.
4. There was no evidence concerning significant curricular changes in the program since the last NCATE review in 1996. The program faculty and the College of Education should examine the curriculum to ensure its currency.
5. There has been a turnover in program faculty so the program's critical mass of candidates has been reduced. New program faculty need to actively work on candidate recruitment and retention along with program revision. Plans for organized recruitment efforts need to be developed and implemented to strengthen programmatic climate.

The College of Education has responded that there was an inconsistency in the report's recommendation of full or provisional approval. The staff contacted the consultants to confirm that the recommendation is for provisional approval. The College indicates that provisional approval is not warranted based on the need for systematic professional development. The consultants and staff concur and note that this is not the only concern raised for the program. The College has stated in its response that recruitment of minority faculty is a high priority and that there is one Hispanic-American on the faculty. They also note the department in which this program is housed has in its 2004-05 Strategic Plan an item on minority

recruitment. The exact action item, goal, or objective concerning this issue is not described. The College provides a summary of recent changes or changes in progress that they indicate are the result of programmatic assessment data.

The staff notes that there are several initiatives occurring in this degree program but recommends that until these are completed and incorporated into the program, then the program should remain with a provisional approval recommendation.

The consultants recommend provisional approval for an additional three programs that also do not meet the Commission's program productivity standards, **the Ed.D. in Health Education Administration**, **the M.Ed. in Educational Research**, and **the M.S. in Health and Physical Education**. In each case, USC requests full approval, but staff believe these programs should remain as provisional as they do not meet the Commission's modest productivity standards.

University of South Carolina

Program Title	Degree	Options/Tracks/Concentrations (If Applicable)	Recommendation
Teaching	EdS		Full Approval
Curriculum & Instruction	EdD	General Curriculum Community & Adult Programs Early Childhood Education Elementary Education Secondary Education	Full Approval
Education Administration	MEd		Full Approval
	EDS		Full Approval
	PhD	Higher Ed. Admin. CD-12 Ed. Admin.	Full Approval
Higher Education Leadership	Cert.	Organization, Leadership & Change	Full Approval
Health Education Administration	EdD		Provisional Approval ¹
Educational Research	MEd		Provisional Approval ¹
Educational Psychology and Research	PhD	Educational Psychology	Full Approval
Foundations of Education	PhD	Educational Research Phil., Hist., Soci.	Full Approval

Program Title	Degree	Options/Tracks/Concentrations (If Applicable)	Recommendation
Special Education	MEd	Learning Disabilities Severe Intellectual Disabilities(Mod/Severe/Profound) Mild Intellectual Disabilities Early Childhood Special Education Emotional/Behavioral Disabilities	Full Approval
	MAT	Learning Disabilities Mild Intellectual Disabilities Emotional/Behavioral Disabilities Severe Intellectual Disabilities(Mod/Severe/Profound)	Full Approval
Special Education	PhD	Sp Ed-Leadership Sp Ed-Research & College Teaching	Full Approval Full Approval
Counselor Education	EdS PhD	School Counseling	Full Approval Full Approval
Higher Education and Student Affairs	MEd	Higher Ed. Admin. Student Affairs Admin.	Full Approval Full Approval
Elementary Education	MEd PhD		Full Approval Full Approval
Early Childhood Education	MEd		Full Approval
Early Childhood Education	PhD		Full Approval
Secondary Education	MA	English Mathematics Science Social Studies	Recommend Termination ²
	MEd	English Mathematics Science Social Studies Foreign Language	Provisional Approval ²
Secondary Education	MT	English French	Full Approval Full Approval

Program Title	Degree	Options/Tracks/Concentrations (If Applicable)	Recommendation
Secondary Education		Latin	Full Approval
		Mathematics	Full Approval
		Science	Full Approval
		Social Studies	Full Approval
		Spanish	Full Approval
Secondary Education	PhD		Provisional Approval ²
Early Childhood/Elementary Education	MAT		Full Approval
Art Education	BFA		Full Approval
	MA		Full Approval
	MAT		Full Approval
Art Education	IMA		Full Approval
Business Education	MAT		Full Approval
	IMA		Full Approval
School Health Education	Cert		Provisional Approval ²
Health Education	MS		Full Approval
Music	BM	Music Education Choral	Full Approval
		Music Education Instrumental	
	MME		Full Approval
	PhD		Full Approval
Health & Physical Education	BSPE	Teacher Certification	Full Approval
	MAT		Full Approval
	MS		Provisional Approval ¹
Language and Literacy Education	MEd		Full Approval
	PhD		Full Approval
Community & Adult Programs in Education	MEd		Full Approval
Library and Information Science	Cert		Full Approval
	MLIS	School Library Media Specialist	Full Approval
Specialist in Library and Information Science	SLIS		Full Approval
Physical Education	MS	General Health and PE	Full Approval

Program Title	Degree	Options/Tracks/Concentrations (If Applicable)	Recommendation
Physical Education	MS	Pedagogy Dev. Foundations	Full Approval
	PhD	General Health and PE Pedagogy Dev. Foundations	
Sciences	MAT		Full Approval
	IMA		Full Approval
School Psychology	MA		Full Approval
	PhD		Full Approval
Theatre and Speech	MAT		Full Approval
Speech-Language Pathology & Audiology	MCD		Full Approval
	MSP		Full Approval
Speech-Language Pathology & Audiology	PhD	Speech Language Pathology	Full Approval

¹Program does not meet Commission's Program Productivity Standards.

² Programs with a provisional or termination recommendation are the result of the CHE consultants' evaluation. The full report for these programs is available upon request.

University of South Carolina-Spartanburg

A Continuing Accreditation visit was conducted by the NCATE Board of Examiners on November 1-5, 2003 at the University of South Carolina-Spartanburg. At its March 2004, meeting the NCATE Unit Accreditation Board (UAB) reviewed the materials and reports for the University of South Carolina-Spartanburg and rendered the decision to continue the accreditation of the School of Education at the University of South Carolina-Spartanburg at the initial teacher preparation and advanced preparation levels. The UAB cited the following areas for improvement:

- For some programs, pass rates for Praxis II and Principles of Learning and Teaching (PLT) exams are below 80 percent (Standard 1).
- University operating budget allocations for the unit do not provide funding that results in a per pupil expenditure level equal to other units on campus with similar missions (Standard 6).
- The names and responsibilities of the two advisory boards serving the unit are not clear (Standard 6).

University of South Carolina-Spartanburg			
Program Title	Degree	Options/Tracts/Concentrations (If Applicable)	Recommendation
Special Education/Learning Disabilities	BA BS		Full Approval
Elementary Education	BAEd BA MEd		Full Approval Full Approval
Middle Grades Education	BA		Full Approval
Early Childhood Education	BAEd BA MEd		Full Approval Full Approval
Secondary Education	BSEd	Biology Chemistry Political Science Math English History	Full Approval Full Approval Provisional Approval Full Approval Full Approval Provisional Approval
	BAEd	Math Political Science History English French Spanish	Full Approval Provisional Approval Provisional Approval Full Approval Full Approval Full Approval
Special Education - Visual Impairment	M.Ed.		Full Approval
Physical Education	BSEd	General	Provisional Approval

Programs with provisional approval are in the rejoinder stage with the specialized professional association. When approval is granted, staff will upgrade program status to full approval.

Winthrop University

A Continuing Accreditation visit was conducted by the NCATE Board of Examiners on October 25-29, 2003 at Winthrop University. At its March 2004, meeting the NCATE Unit Accreditation Board reviewed the materials and reports for Winthrop University and rendered the decision to continue the accreditation of the Richard W. Riley College of Education at Winthrop University at the initial teacher preparation and advanced preparation levels. The UAB cited the following area for improvement:

- The unit's governance structure includes representation from all but one content area in teacher preparation.

Winthrop University			
Program Title	Degree	Options/Tracts/ Concentrations (If Applicable)	Recommendation
Educational Leadership	MEd		Full Approval
Special Education	BS	Mild Disabilities Severe Disabilities	Full Approval
Special Education	MEd		Full Approval
Counseling & Development	MEd	School	Full Approval
Elementary Education	BS		Full Approval
	MEd		Full Approval
Early Childhood	BS		Full Approval
Master of Arts in Teaching	MAT	Biology	Full Approval
		Business/Marketing	Full Approval
		English	Full Approval
		French	Full Approval
Master of Arts in Teaching	MAT	Mathematics	Full Approval
		Spanish	Full Approval
		Social Studies	Full Approval
Teacher Education, Multiple Levels	MAT	Art (K-12)	Full Approval
		Music (K-12)	Full Approval
		Physical Education (K-12)	Full Approval
		Theatre K-12	Full Approval
		Dance K-12	Full Approval
Art Education	MA	Research	Full Approval
		Applied Studio	

Program Title	Degree	Options/Tracts/ Concentrations (If Applicable)	Recommendation
Music Teacher Education	BME		Full Approval
Choral Music			
Music Teacher Education	BME		Full Approval
Instrumental Music			
Music Education	MME		Provisional Approval ¹
	PB		Full Approval
Physical Education	BS	Teacher Education	Full Approval
	Post Bacc. Cert		Full Approval
Reading	MEd		Full Approval
Modern Languages	BA	French/Teacher Education	Full Approval
		Spanish/Teacher Education	Full Approval
English, General	BA	Teacher Education	Full Approval
Biology	BS	Teacher Education	Full Approval
Mathematics, General	BS	Teacher Education	Full Approval
	BA	Teacher Education	Full Approval
School Psychology	MS		Full Approval
	SSP		Full Approval
History	BA	Teacher Education	Full Approval
Political Science	BA	Teacher Education	Full Approval
Theatre	BA	Teacher Education	Full Approval
Art	BA	Teacher Education	Full Approval

¹Programs with provisional approval do not meet the Commission's Program Productivity Standards.